THE JUVENILE GRAMMAR,

FOR THE USE OF

Schools and Private Families.

BY JAMES HUTCHINSON, M.A.,

Author of "Easy Lessons on Geography," "Juvenile Spelling Assistant," and "Practical English Grammar."

THE FIFTY-NINTH EDITION.

LONDON:

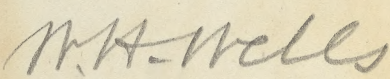
WRIGHT AND SIMPKIN,

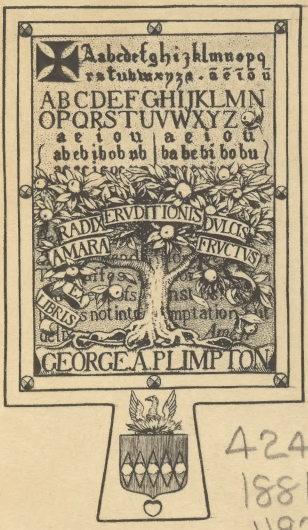
School Publishers,

29, NEWCASTLE STREET,

STRAND.

ENTERED AT STATIONERS' HALL.





424
1881
H97

Columbia University Library

PLIMPTON LIBRARY

The Gift of George A. Plimpton

THE

JUVENILE GRAMMAR,

FOR THE USE OF

Schools and Private Families.

BY

JAMES HUTCHINSON, M.A.,

AUTHOR OF

"Easy Lessons on the History of England," "First Book," "Early Instruction," "Intellectual Expositor," "Practical Grammar," "Easy Lessons on Geography," &c.

THE FIFTY-NINTH EDITION.

LONDON:

WRIGHT AND SIMPKIN,

SCHOOL PUBLISHERS,

29, NEWCASTLE STREET, STRAND.

1881.

Entered at Stationers' Hall.

424
1881
H97

Hazell, Watson, and Viney, Printers, London and Aylesbury.

PREFACE

The following work was undertaken at the express desire of several esteemed friends, who considered the "Practical Grammar" rather too difficult for pupils of a tender age: should the author's efforts tend to abridge the labours of the teacher, and advance the interests of the pupil, the great object of his wishes will be attained.

From his own experience, and the intercourse which he has frequently had with teachers, he is aware that those entering upon the duties of a scholastic life, are generally under the impression that the study of grammar is a dry pursuit, and that it is extremely difficult to induce their pupils to take an interest in it.

The author is of opinion, that if much oral instruction were made to go hand in hand with committing grammar to memory, these impressions would disappear, and that the pupils would soon feel as lively an interest in the lessons connected with that pursuit, as they do in those belonging to any other branch of education.

In venturing to submit to young teachers a plan for imparting elementary instructions in grammar, the author trusts it may be perfectly understood that he is not presuming to address

those experienced in the profession, but simply those who have not yet matured a plan on which to act.

At or before the time of commencing their grammatical studies, it will be found advantageous to have them up frequently in classes for the purpose of oral instruction. They might be told that the English language contains upwards of forty thousand words;—that those words are classed into nine different kinds;—that these kinds, by practice, are known from each other with the same ease that an apple is known from a pear, or a pear from a plum;—that the first class that comes under our consideration is the article;—that as there are but two of them, they are easily remembered;—that *a* is called the *indefinite* article, and *the* the *definite*;—that it must be kept in mind that *a* is changed into *an* when it comes before a word beginning with a vowel, that is, with *a*, *e*, *i*, *o*, or *u*, and also when the word begins with *h* not sounded;—that a noun is the name of anything that exists, and that it may be known by trying it with *a* or *an* and *the*, as *a* man, *the* man;—then might follow questions something like the following:—

Now look at this book and tell me what part of speech it is?—A noun. How do you know it is a noun?—I can say *a* book, *the* book. Nouns are either proper or common; proper nouns apply

to particular persons, as George; common nouns to things in general, now what kind of a noun is book?—A common noun. Why?—It will apply to any book. Nouns have three genders; the masculine applies to males, the feminine to females, and the neuter to things without life; now what gender is book?—The neuter. How do you know?—A book has no life. Nouns have only two persons, the second which is used when we speak *to* a person, and the third when we speak *of* one, now what person is book?—The third. Why?—Because here we are speaking of a book. Nouns have two numbers, the singular expresses only one, the plural more than one, now what number is book?—The singular. Why?—Because we are speaking of only one book. Change book into the plural.—Books. What case is book?—The nominative. How do you know? The nominative case simply expresses the name of a thing. What part of speeeh is pen? Change pen into the plural. What gender is boy? Change boy into the feminine gender.—Girl. What does boy make in the plural? Is William a proper noun, or a common one? Change desks into the the singular. Name man in the plural. What does father make in the feminine? What does mother make in the plural? Change sister into the masculine. What gender is teacher?—Common. Why?—Because it will apply to either

male or female. Why is *a* egg improper?—Because egg begins with a vowel, it should be *an* egg. Is *an* hour proper?—Yes, because the *h* is not sounded. Is *an* horse proper?—No, because the *h* is sounded in horse; it should be *a*. Is *a* ox proper? Give me a reason. If I say fie! Mary, what person is Mary?—The second. Why? Because I am here speaking *to* Mary. How do you know an adjective?—By its making sense with *man* or *thing*. How do you know that *good* is an adjective?—I can say a *good* man. Try *tall* and tell me what it is. Is *sin* an adjective?—No, it is not; I cannot say *sin* man, *sin* thing. Is *sinful* an adjective? Let me hear you try it. Name me an adjective that will make sense with boy. Name me one that will make sense with thing. Compare *wise*.—Positive *wise*, comp. *wiser*, sup. *wisest*. Put *mild* in the superlative degree. What does *high* make in the comparative? In the superlative? Compare *convenient*.—Positive *convenient*, &c. What does *agreeable* make in the superlative? Can *twelve* be compared?—No, cardinal adjectives will not compare. You say that verbs may be known by trying them with *I* and *to*, now is *walk* a verb?—Yes. I can say *I* walk, *to* walk. Try *find* in the same way. Is *some* a verb?—No, it is not; I cannot say *I* some, *to* some. Name me two verbs that will make sense with *I* before them. Name me two that will with *to* before them. &c. &c

THE

JUVENILE GRAMMAR.

WHAT does Grammar teach us?

To express our ideas with propriety.

What do you mean by "with propriety?"

I mean that it teaches me to speak as well-educated persons speak.

Do all well-educated persons speak correctly?

They do in general, if they move in good society.

How is Grammar usually divided?

Into four parts.

What part of Grammar do we first notice?

Or-thog'-ra-phy.

Which the second?

Et-y-mol'-o-gy.

The third?

Syn-tax.

The fourth?

Pros'-o-dy.

PART I.

ORTHOGRAPHY.

1. What does Orthography teach us?

To spell words correctly.

2. How many letters are there in the English language?

Twenty-six.

3. What are these twenty-six letters called?

The Al'-pha-bet.

4. How are the letters divided?

Into two distinct kinds, namely, vowels and consonants.

5. What is a vowel?

A letter that has a perfect sound of itself, as *a*.

6. What is a consonant?

A letter that cannot be sounded without the help of a vowel.

7. Give me some examples.

Neither *b* nor *l* can be sounded without the aid of the vowel *e*.

8. Let me hear you name the vowels.

A, *e*, *i*, *o*, *u*, and sometimes *w* and *y*.

9. When are *w* and *y* consonants?

When they begin a word or syllable.

10. When are *w* and *y* vowels?

When they do not begin a word or syllable.

11. You say that the vowels are *a, e, i, o, u,* now what do you call the remaining letters?

Consonants.

12. Can you name them?

B, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

13. What is a dip'-thong?

Two vowels joined together in one syllable, as *ou* in sound.

14. When is a dipthong said to be proper?

When both the vowels are sounded, as *oi* in voice, *ou* in ounce.

15. When is a dipthong said to be improper?

When only one of the vowels is sounded, as *ea* in eagle, *oa* in boat.

16. What is a tripthong?

Three vowels joined together in one syllable, as *iew* in view.

17. What are words?

Distinct sounds by which we express our thoughts.

18. What is a word of one syllable called?

A mo-no-syl-la-ble.

19. What do you call a word of many syllables?

A pol-y-syl-la-ble.

20. When is a word said to be primitive?

When it cannot be reduced to one more simple.

Give me some examples.

The words man, good, content, cannot be reduced to others more simple.

21. When is a word said to be derivative?

When it can be reduced to one more simple.

Give me some examples.

The de-riv'-a-tive words, boyish, virtuous, repentance, may be reduced to boy, virtue, repent.

EXERCISES ON THE PRECEDING.*

8. Look back at the answer to the question marked 8, and then tell me which are the vowels in the following words.

Bat, sun, pin, hot, net, tin, her, nut, lot, sad, bid.

8. Which are the vowels in the following?

Babe, side, sure, time, bone, some.

9. *W* and *y* are consonants, in the following words: when, youth, what, year; can you give me a reason?

10. *W* and *y* are vowels in how, toy, fawn, hymn; can you give me a reason?

* When the pupils are very young, these exercises may be deferred till an after period.

12. Tell me which are the consonants n sand, hemp, bind, tomb, pump, sent.

13. Point out the dipthongs in the following: sound. friend, point, voice, need.

16. Tell me which are the tripthongs in the following: view, adieu, beauty.

20. The following words are primitive: now can you add something to them and make them derivative ones, thus; happy may be changed into happiness.

Year, power, content, firm, joy, sin.

21. The following are derivative words, now try to reduce or shorten them to primitive ones.

Sleepless, painful, boyish, thoughtful, joyful, lordship, soberly.

PART II.

ETYMOLOGY.

Of what does Etymology treat?

Of the different orders of words, and their various changes.

How many words does the English language contain?

Upwards of forty thousand.

How are these words classed?

Into nine different kinds.

What are these kinds called?

Parts of speech.

Name the first three of these parts of speech.

The Article, the Noun, the Adjective.

Name the next three.

The Pronoun, the Verb, the Adverb.

Name the remaining three.

The Preposition, the Conjunction, the Interjection.

ARTICLES.

What is an article?

An article is a word put before a noun to show the extent of its meaning.

How many articles have we in our language?

Only two, *a* and *the;* but it must be recollected that *a* is frequently changed into *an.*

When does *a* become *an?*

Before a word beginning with a vowel, thus: we say *an* egg, not *a* egg; we also say *an* inkstand, not *a* inkstand.

Does *a* always become *an* before a vowel?

No, not before a word beginning with a vowel having the long sound of *u*, thus we say, *a* ewe, *a* unit.

Does *a* become *an* in any other situation than before a vowel?

Yes, when it comes before an *h* that is not sounded.

Can you give me some examples?

Yes, we say *an* hour, not *a* hour; we also say *an* honour, not *a* honour, because in both these words the *h* is not sounded.

Is a house proper?

Yes, perfectly so, as the *h* is sounded?

Is a honest man proper?

No, it is not, the *h* in honest not being sounded, it ought to be *an* honest man.

What is *a* or *an* called?

The in-def'-i-nite article.

Why is it so called?

Because it *does not define*, or *clearly point out* the thing of which we speak.

Can you give me an example?

If I say give me *a* book, I mean any book.

What is *the* called?—The def'-i-nite article.

Why is it thus called?

Because it *does define*, or *clearly point out* the thing of which we speak.

Give me an example.

If I say give me *the* book, I mean some particular book.

NOUNS.

1. What is a noun.

A noun is the name of anything that exists, or of which we can form an idea or opinion, as, London, man, virtue.

2. How may a noun be known?

By its making sense with the article *a*, *an*, or *the*, as *a* man, *an* egg, *the* field.

3. Can all nouns be known in this way?

No, some nouns are known by their making sense of themselves.

4. Give me some examples.

Wisdom is a noun, because it makes sense of itself, so is goodness, so is industry.

NOUNS.

5. How many kinds of nouns are there?

Two, namely, proper and common.

6. What are proper nouns?

The names of persons, places, seas, rivers, ships, and mountains.

Give me some examples.

Thomas and Jane are proper nouns, because they are the names of persons.

Give me some others.

Liverpool and Leeds are proper, because they are the names of towns or places.

Name me some others.

The At-lan'-tic and the Baltic are proper, because they are the names of seas.

Some others.

The Thames* and the Sev-ern are proper, because they are the names of rivers.

Some others.

The Albert, the Victory, are proper, because they are the names of ships.

Can you name any others?

The Snowdon, the Peak, are proper, because they are the names of mountains.

7. Have you anything more to say with respect to proper nouns?

They must always begin with a capital letter, both in writing and printing.

8. What are common nouns?

* Tems.

The names of animals, and of things in general.

9. Give me an example.

I know that house is a common noun, because there are many houses, and the word will apply to any of them.

Give me another example.

I know that tree is common, because it will apply to any large vegetable with a wooden stem

10. What belong to nouns?

Gender, person, number, and case.

11. How may the persons of nouns be known?

They are of the *third* person when *spoken of,* and of the *second* when *spoken to.*

12. Give me an example of the third person.

Mary never neglects her *canary;* here we *speak of* Mary and canary, therefore these two words are of the *third* person.

13. Give me an example of the second person.

Fie! *George,* you will wake the baby; here we *speak to* George, therefore George is of the second person.

EXERCISES ON THE NOUN.

2. In answer to the question marked 2, you say that a noun may be known by its making sense with the article *a*, *an*, or *the*, now can you name me six nouns that will make sense with *a* and *the*, thus,

A field,	the field.
A river,	the river.
A horse,	the horse.

3. Some nouns cannot be known by the article *a*, *an*, or *the*, but by their making sense of themselves, now name six words that will make sense without the addition of any other word, thus,

Gratitude,
Religion,
Idleness,

6. Look at number 6, and then try to name me eight proper nouns.

8. Name me eight common nouns, thus,
Chair, table, street, field, flower.

GENDER OF NOUNS.

1. What do we mean by gender?

Gender has relation to the distinction of sex.

2. How many genders have nouns?

Three, namely, the mas'-cu-line,* the fem' i-nine, and the neuter.

* This mark shows the *i* is short, that is, as sounded in pin.

3. What is meant by neuter?

Neither of the two genders, that is, neither masculine nor feminine.

4. What is meant by masculine gender?

Animals of the male kind.

Give me some examples.

Man, boy, lion, and horse, are masculine, because they are males.

5. What do we mean by the feminine gender?—Animals of the female kind.

Give me some examples.

Woman, girl, lioness, and mare, are feminine, because they are females.

6. How is the neuter gender used?

To denote whatever is without life.

Give me some examples.

House, field, flower, and grass, are neuter, because they are things without life.

GENDERS.

7. Sometimes a noun will apply to either male or female, what do you then call it?

The common gender.

Give me some examples.

Parent is of the common gender, because it will apply to either male or female; so will relation, neighbour, and cousin.

8. Are not some nouns, really neuter, sometimes considered masculine or feminine?

Yes; the sun is considered maculine, on account of his mighty power.

Can you give me some other examples?

The moon is considered feminine, because she receives her light from the sun; a ship is also feminine; thus, we say *she* is a fine ship.

9. How many different ways are there for determining the sex?

Three.

What is the first?

We make use of different words.

What is the feminine of—

Batchelor?	Maid.
Beau?	Belle.
Boar?	Sow.
Boy?	Girl.
Buck?	Doe.
Brother?	Sister.
Bullock?	Heifer.

Cock?	Hen.
Dog?	Bitch.
Drake?	Duck.
Earl?	Countess
Father?	Mothe·
Friar?	Nun.
Gander?	Goose.
Hart?	Foe
Horse?	Mare.
Husband?	Wife
King?	Queen.
Lad?	Lass.
Lord?	Lady.
Man?	Woman.
Master?	Mistress.
Nephew?	Niece.
Ram?	Ewe.
Sir?	Madam.
Sloven?	Slut.
Son?	Daughter.
Stag?	Hind.
Uncle?	Aunt.
Wizard?	Witch.

Which is the second way for determining the sex?

The words have different endings.

What is the feminine of—

Abbot?	Abbess.
Actor?	Actress.
Adminstrator?	Administratrix
Adulterer?	Adulteress.

Ambassador ?	Ambassadress
Arbiter ?	Arbitress.
Author ?	Authoress.
Baron ?	Baroness.
Bridegroom ?	Bride.
Benefactor ?	Benefactress.
Caterer ?	Cateress.
Chanter ?	Chantress.
Conductor ?	Conductress.
Count ?	Countess.
Deacon ?	Deaconess.
Duke ?	Duchess.
Elector ?	Electress.
Emperor ?	Empress.
Enchanter ?	Enchantress
Ex-ec'-u-tor ?	Ex-ec'-u-trix.
Governor ?	Governess.
Heir ?	Heiress.
Hero ?	Her'-o-ine.
Hunter ?	Huntress.
Host ?	Hostess.
Jew ?	Jewess.
Landgrave ?	Landgravine
Lion ?	Lioness.
Marquess ?	Marchioness *
Mayor ?	Mayoress.
Pa'-tron ?	Pa'-tron-ess.
Peer ?	Peeress.
Poet ?	Poetess.
Priest ?	Priestess.
Prince ?	Princess.

* Mar-chi-ness.

Prior?	Prioress.
Prophet?	Prophetess.
Protector?	Protectress.
Shepherd?	Shepherdess
Songster?	Songstress.
Sorcerer?	Sorceress.
Sultan?	Sultaness.
Tiger?	Tigress.
Traitor?	Traitress.
Viscount?*	Viscountess.
Votary?	Votaress.
Widower?	Widow.

Which is the remaining way to determine the sex?

By prefixing another word.

What is the feminine of—

A bull-calf?	A cow-calf.
A cock-sparrow?	A hen-sparrow.
A he-bear?	A she-bear.
A he-goat?	A she-goat.
A grand-father?	A grand-mother.
A horse-foal?	A mare-foal.
A man-servant?	A maid-servant.
A male-child?	A female-child.
Male-descendants?	Female-descendants.

EXERCISES ON THE GENDER OF NOUNS.

4. Try if you can call to mind six nouns that are of the masculine gender, and write them down, thus, boy, dog, draper.

* Vi-count.—Vi-count-ess.

5. Write down six of the feminine gender
6. Write down ten that are neuter.
7. Write four of the common gender.

NUMBER OF NOUNS.

1. How many numbers have nouns?

Two, the singular and the plural.

2. What does the singular number denote?

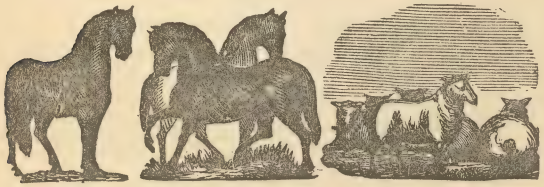
Only one person, or one thing, as a man, a boy, a top, a kite.

3. What does the plural number signify?

More persons or things than one, as men, boys, tops, kites.

NUMBER.

Singular. *Plural.* *Plural.*



4. Have all nouns both a singular and a plural number?

No, some are only used in the singular form, and others only in the plural?

5. Name me a few nouns used only in the singular number.

Wheat, pitch, gold, sloth, pride, wealth.

6. Name me a few used only in the plural.

Bellows, scissors, riches, ashes, victuals.

7. Are not some nouns the same in both numbers?

Yes, deer, sheep, hose, mackerel, and many others are the same in both numbers.

8. Then how would you express the singular number?

I should use the article *a* or *an*, as I saw a sheep on the road.

9. How is the plural number of nouns usually formed?

By adding *s* to the singular.

10. Give me some examples.

Singular, boy, Plural, boys.
Singular, girl, Plural, girls.
Singular, house, Plural, houses.

11. Do all nouns form their plurals in this manner?

No, many do not; thus, nouns ending in *x*, *ch*,* *sh*, or *s*, add *es* for the plural.

12. Give me some examples.

* When *ch* is sounded like *k*. it takes only *s* in the plural, as monarch, monarchs.

Box makes boxes in the plural.
Church makes churches.
Lash makes lashes.
Lass makes lasses.

13. How are nouns that end in *f* or *fe* mostly made plural?

By changing the *f* or *fe* into *ves*.

14. Give me some examples.

Loaf makes loaves in the plural.
Wife makes wives.
Knife makes knives.

15. Are there many exceptions to this rule?

Yes; many nouns ending in *f* or *fe* take *s* in the plural.

16. Give me some examples.

Brief makes briefs in the plural.
Chief makes chiefs.
Proof makes proofs.

17. How do nouns ending in *ff* form their plural number?

In the regular way, that is, by adding *s*, as ruff, ruffs, muff, muffs.

18. How do nouns, ending in *y*, form their plural?

Sometimes they take *s* for the plural, as key, keys; sometimes the *y* is changed into *ies*, as fly, flies.

19. What are the general rules?

If the *y* have a *vowel* immediately before it, it takes *s* for the plural.

If the *y* have a *consonant* immediately before it, the *y* is changed into *ies*.

20. Give me some examples of the former rule.

Singular, boy,	Plural, boys.
Singular, day,	Plural, days.
Singular, way,	Plural, ways.

21. Give me some examples of the latter.

Singular, duty,	Plural. duties.
Singular, lady,	Plural, ladies.
Singular, story,	Plural, stories.

In the latter words the *y* has a consonant before it.

22. Do all nouns form their plurals according to the rules given above?

No; many form their plurals in an irregular manner, thus:—

Singular, Man,	Plural, Men.
Woman,	Women
Child,	Children
Ox,	Oxen.
Brother,	Brethren.
Goose,	Geese.
Tooth,	Teeth.
Mouse.	Mice.

Singular,	Louse,	Plural, Lice.
	Die for gaming,	Dice.
	Die for coining,	Dies.
	Penny,	Pence.

EXERCISES ON THE NUMBER OF NOUNS.

9. Write or spell the following words in the plural number.

Slate, chair, book, cage, hand, nail, shoe, boot, stone, pen.

11. Write or spell the following in the plural.

Fox, tax, sex, porch, torch, birch, arch, loss. cross, lass, mass.

13. Write the following in the plural.

Leaf, sheaf, shelf, half, self, wolf, calf.

15. Write the following in the plural.

Roof, scarf, dwarf, fife, hoof, gulf, wharf, kerchief, grief, mischief.

20. Spell the following in the plural.

Play, delay, toy, valley, chimney, attorney

21. Write the following in the plural.

Beauty, charity, surety, pony, history, folly.

22. Name the following in the plural.

Ox, tooth, child, penny, woman.

CASES OF NOUNS.

1. How many cases have nouns?

Three; namely, the Nom'-i-na tive, the Pos-ses'-sive, and the Ob-jec'-tive.

2. How may the nominative case be usually known?

It simply expresses the name of a person or thing, and generally takes the leading place in a sentence.

3. How is the possessive case known?

The noun has an a-pos'-tro-phe, and the letter *s* coming after it.

Give me some examples.

In the sentences My father's house, and Mary's frock, the words father and Mary are in the possessive case.

4. When the plural ends in *s*, how is the possessive case formed?

The *s* is omitted, but the apostrophe is retained, as On eagles' wings.

5. What have you to remark respecting the objective case?

It is always the same as the nominative, but it usually follows a verb or preposition.

6. Let me hear you decline the word mother.

SINGULAR.

Nominative case,	A mother.
Possessive,	A mother's
Objective,	A mother.

PLURAL.

Nominative case,	Mothers.
Possessive,	Mothers'
Objective,	Mothers.

7. Decline also the word man.

SINGULAR.

Nominative case,	The man.
Possessive,	The man's.
Objective,	The man.

PLURAL.

Nominative case,	The men.
Possessive,	The men's.
Objective,	The men.

EXERCISES ON THE CASES OF NOUNS.

3. Write the following nouns in the possessive case singular.

Boy, girl, sister, brother, captain, sailor, wisdom, beauty, draper, teacher, scholar, clergyman.

4. Write the following in the possessive case plural; thus, ladies' is in the possessive plural.

Girl, boy, father, mother, sister, aunt, brother, servant, neighbour, teacher, grocer.

6. Decline the noun girl in the same way that mother is declined; thus, singular nominative case, a girl, &c.

7. Decline *woman* in the same way that man is declined; thus, singular nominative case, the woman, &c.

INTRODUCTORY PARSING LESSONS.

Now, in the words "a boy," what part of speech is *a?*

The indefinite article.

How do you know that *a* is an article?

There are but two articles, and *a* is one of them.

How do you know that *a* is indefinite?

It does not define or clearly point out any particular boy.

What part of speech is boy?

A common noun.

How do you know that boy is a noun?

I can say *a* boy, *the* boy.

Why is boy common and not proper?

Because it is the name given to any male child.

What gender is boy?

The masculine.

What reason can you give?

A boy is a male child, and all males are masculine.

What person is boy?

The third.

How do you know?

Every person or thing we *speak of* is of the *third* person, and here we are *speaking of* a boy.

What number is boy?

The singular.

How do you know that boy is singular?

The singular denotes only one.

What case is boy?

The nominative.

What reason do you give?

The nominative case expresses the name of a person or thing.

In the words "the ladies," what part of speech is *the?*

The definite article.

How do you prove that *the* is definite?

It clearly points out some particular ladies.

What part of speech is ladies?

A common noun.

How do you know that ladies is a noun?

I can say *a* lady, *the* ladies.

Why is ladies a common noun?

Because it is the name commonly given to all respectable females.

What gender is ladies?
The feminine.
What reason do you give?
All females are of the feminine gender.
What person is ladies?
The third.
Give me a reason.
We are here *speaking of* ladies.
What number is ladies?
The plural.
How do you know?
We are here speaking of more ladies than one.
What case is ladies?
The nominative.
What part of speech is sincerity?
A common noun.
How do you know that sincerity is a noun?
It makes sense of itself.
What gender is sincerity?
The neuter.
What reason do you give?
Everything without life is neuter.
What person is sincerity?
The third.
What number is sincerity?
The singular number, and nominative case.

SPECIMENS OF PARSING.

A	the indefinite article.
father.	common noun, masculine gender, third person, singular number, and in the nominative case.
The	the definite article.
girl.	common noun, feminine gender, third person, singular number, and in the nominative case.
Thomas.	proper noun, masculine gender, third person, singular number, nominative case.
The	the definite article.
fields.	common noun, neuter gender, third person, plural number, and in the nominative case.
Eliza's	proper noun, feminine gender, third person, singular number, possessive case.
boots.	common noun, neuter gender, third person, plural number, nom. case.

PARSING EXERCISES.

Now parse the following in the same way that "A father" is passed :—

A brother, a grocer, a draper, a master.

Parse the following like "The girl :"—

The sister, the mother, the daughter, the governess, the milliner, the aunt.

Parse the following like "Thomas:"—

William, John, Samuel, Joseph, Richard.

Parse the following the same as "The fields:"—

The trees, the streets, the roads, the carts, the flowers, the shrubs, the windows.

Parse the following after the same manner as "Eliza's Boots:"—

Jane's gloves. Ann's shoes. Martha's books. Mary's bracelets. Sarah's frock. Matilda's bonnet.

PROMISCUOUS PARSING LESSONS.

A top. The fields. The garden. The grass The sailors. A shrub. A hat. A book. Agnes. Susan. Sophia. Maria. Henry. Stephen. James. Richard. Edward. The man. The men A boy's top. A girl's fan. Bristol. Liverpool. Coventry. Wisdom. Prudence. Idleness. Vice. Industry. Virtue. William's grammar.

ADJECTIVES.

1. What is an adjective?

A word added to a noun, to express its nature or quality.

2. Give me some examples.

If I say, a *large* apple, a *sweet* apple, a *sour* apple, *large*, *sweet*, and *sour*, are adjectives, because they describe the nature of the apple.

ADJECTIVES.

A *strong* man. A *tall* girl. A *fine* cat.

3. How may an adjective be generally known?

By its making sense with the word *man*, or *thing*.

4. Give me some examples with the word *man*.

We can say a *good* man, a *kind* man, a *proud* man, an *old* man, therefore *good*, *kind*, *proud*, and *old*, are adjectives.

5. Give me some examples with *thing*.

We can say a *fine* thing, a *worthless* thing, a *valuable* thing, a *suitable* thing, therefore

fine, *worthless*, *valuable*, and *suitable*, are adjectives.

6. How many degress of comparison have adjectives?

Three, namely, the pos'-i-tive, the compar'-a-tive, and the su-per'-la-tive.

7. What does the positive state express?

The simple form or real state of an object, as a *sweet* plum, a *strong* boy.

8. What effect has the comparative degree?

It increases or lessens the positive in signification, as a *sweeter* plum, a *stronger* boy.

9. How does the superlative act?

It increases or lessons the positive to the highest or lowest degree, as the *sweetest* plum, the *strongest* man.

COMPARISON OF ADJECTIVES.

Posititive. *Comparative.* *Superlative.*

A *tall* girl. A *taller* girl. The *tallest* girl.

10. When do we use the comparative degree?

When we compare the qualities of two things, as iron is *harder* than wood.

11. When do we use the superlative?

When we compare the qualities of more than two things, as steel is the *hardest* of all the metals.

12. How do we compare words of one syllable?

For the most part by adding *r* or *er* for the comparative, and *st* or *est* for the superlative.

13. Then how do you compare the adjective *ripe?*

Positive ripe, comparative rip*er*, superlative rip*est.*

Compare also *mild.*

Positive mild, comp. mild*er*, sup. mild*est.*

Compare *fine* in the same way as *ripe.*

Compare also *tame, sure, wise, lame.*

Compare *bold* the same as mild: also, *long, high, sweet, low, tall, short.*

14. How are words of two or more syllables usually compared?

By prefixing *more* and *most,* or *less* and *least.*

Then let me hear you compare the adjective *sorrowful.*

Positive sorrowful, comp. *more* sorrowful, sup. *most* sorrowful.

Compare also *curious.*

Positive curious, comp. *more* curious, sup. *most* curious.

Compare *serious* in the same way; also, *sensible, pleasing, worldly, amiable, forcible, prudent.*

15. Are there any exceptions to these general rules?

Words of two syllables ending in *y* are usually compared by changing the *y* into *i*, and adding *er* or *est.*

Give me some examples.

Pos. happy, comp. happier, sup. happiest.

Pos. pretty, comp. prettier, sup. prettiest.

16. Are all adjectives compared according to the preceding rules?

No, some of very common use are irregularly formed, as—

Pos. Good,	*comp.* better,	*sup. erl.* best.
Bad,	worse,	worst.
Little,	less,	least
Much,	more,	most.
Many,	more,	most.
Far,	farther.	farthest.

17. Are all adjectives susceptible of comparison?

No, cardinal adjectives cannot be compared, as one, seven, fifty.

18. Are there any others?

Ordinal adjectives are not susceptible of comparison, as first, seventh, fiftieth.

19. Can you name any others?

Adjectives derived from proper names cannot be compared; as English, French, Italian, Spanish, American.

20. Any others?

Some adjectives do not properly admit of comparison; as perfect, true, chief, universal. for if a thing *be perfect,* it cannot *be more so.*

21. Have you any more remarks to make?

Some adjectives are only used in the comparative degree, as junior, inferior; some only in the superlative, as utmost, foremost.

EXERCISES ON THE ADJECTIVES.

3. You say that an adjective may be known by its making sense with the word *man* or *thing,* now try to write down eight words that will make sense with *man,* thus:—

a weak man.

a strong man.

a healthy man.

Write eight that will make sense with *thing*, thus:—

a good thing.
a pretty thing.
a precious thing.

Write four that will come before *girl*.

Four that will make sense with *colour*.

Four that will make sense with *day*.

Four that will make sense with *house*.

13. Write the following adjectives in the comparative degree:—

Old, low, high, lame, wise, rich, poor.

Now write the same words in the superlative.

14. Write the following in the comparative:—

Laborious, irksome, tiresome, industrious, willing.

Write the same in the superlative.

INTRODUCTORY PARSING LESSONS.

In the words "a kind boy" what part of speech is *a?*

The indefinite article.

What part of speech is *kind?*

An adjective in the positive state.

How do you know it is an adjective?

I can say *a kind* man.

Why is it in the positive state?

Because the word is in its simple form.

Let me hear you compare *kind.*

Positive kind, comp. kind*er*, sup. kind*est.*

What part of speech is *boy?*

A common noun, masculine gender, third person, singular number, nom. case.

In the sentence "the most useful work,' what is *the?*

The definite article.

Whenever *more* or *most* comes before an adjective, we consider the two as one word, now what part of speech is *most useful?*

An adjective in the superlative degree.

What is *work?*

A com. noun, neuter gender, third person, singular number, nom. case.

SPECIMENS OF PARSING.

The	definite article.
wisest	adjective, superl. degree.
plans.	com. noun, neuter gender, third person, plural number, nom. case.
A	indefinite article.
more sensible	adjective, comp. degree.
reply.	com. noun, neuter gender, third person, sing. number, nom. case.

Now parse the following in the same way:—

The feeblest man. A most convenient house.

The most suitable way. A more industrious girl. A more thoughtless boy.

PARSING LESSONS.

A pretty child. A modest girl. A studious boy. A good husband. An affectionate mother. A benevolent clergyman. The sweetest flowers. A most beautiful rose. An elegant dress. A more elegant dress. A most elegant dress. A feeble reply. Divine goodness. The indolent man. An expressive countenance.

PRONOUNS.

1. What is a pronoun?

A word used instead of a noun, to prevent the too frequent repetition of the same word.

Give me an example.

Instead of saying Matilda is a good girl, Matilda is industrious, Matilda is respected, we say, Matilda is a good girl, *she* is industrious, *she* is respected.

How many kinds of pronouns are there?

Three, namely, the personal, the relative, and the adjective pronouns.

PERSONAL PRONOUNS.

3. Name the personal pronouns.

I, thou, he, she, it, but these in the plural number are changed into *we, ye* or *you, they*

4. What belong to personal pronouns?

Gender, person, number, and case.

5. How many persons have pronouns?

Three in each number, thus:—

I is the first person singular
Thou is the second.
He, she, or it, is the third.
We is the first person plural.
Ye or you is the second.
They is the third.

6. Are the persons of pronouns easily known?

Yes, if we bear the following in mind:—

The *first* person *speaks.*
The *second* is *spoken to.*
The *third* is *spoken of.*

7. How many cases have personal pronouns?

Three, the same as nouns.

8. Let me hear you decline the pronoun *I.*

1st person	Singular	Nominative	I.
		Possessive	Mine.
		Objective	Me.
	Plural	Nominative	We.
		Possessive	Ours.
		Objective	Us.

Decline the pronoun *Thou.*

2nd person	Singular	Nominative	Thou.
		Possessive	Thine.
		Objective	Thee.
	Plural	Nominative	Ye or you
		Possessive	Yours.
		Objective	You.

Decline the pronoun *He.*

3rd person	Singular	Nominative	He.
		Possessive	His.
		Objective	Him.
	Plural	Nominative	They.
		Possessive	Theirs
		Objective	Them.

Decline the pronoun *She.*

3rd person	Singular	Nominative	She.
		Possessive	Hers.
		Objective	Her.
	Plural	Nominative	They.
		Possessive	Theirs.
		Objective	Them.

Decline the pronoun *It.*

3rd person	Singular	Nominative	It.
		Possessive	Its.
		Objective	It.
	Plural	Nominative	They.
		Possessive	Theirs.
		Objective	Them.

EXERCISES ON THE PERSONAL PRONOUNS.

3. Write the following nouns, one under another, and opposite to each noun write its proper pronoun in the nominative case.

William, duck, boy, Mary, Jane, girl, tiger, aunt, sister, brother, uncle, children, gentleman, gentlemen, milliner, drapers, ox, cow, horse, mare, horses, dog, dogs, lord, lady, ladies, mother nephew, niece, prince, princess, thus:—

William,	He.
Duck,	She.
Boy,	He.

8. Write the following pronouns in the possessive case.

Thou, I, you, we, it, they.

Change the following into the objective case.

Thine, ours, yours, they, theirs, its, hers.

Change the following into the nominative.

Thine, them, her, me, theirs, hers, us, thee.

SPECIMENS OF PARSING.

We, personal pronoun, common gender, 1st person, plural number, nominative case.

They, personal pronoun, common gender, 3rd person, plural number, nominative case.

Mine, personal pronoun, common gender, 1st person, singular number, possessive case.

PARSING LESSONS ON THE PERSONAL PRONOUNS

He, thine, she, it, theirs, them, us, you, yours its, her, hers, his.

RELATIVE PRONOUNS.

What are relative pronouns?

Such as relate to some word or sentence going before, called the antecedent.

Can you give me an example?

In the sentence, The *boy who* is diligent will succeed, the word *boy* is the antecedent, and *who* is the relative.

Name the relative pronouns.

Who, which, and that.

Have you anything more to observe respecting *that?*

It is a relative only when it can be changed into *who* or *which.*

How are the relatives *who* and *which* used?

Who is applied to *persons,* as the man who *which* to *inferior animals* and *things,* as the horse which, the house which.

How is the relative *that* used?

It is sometimes used to prevent the too frequent repitition of *who* and *which.*

How is it otherwise used?

When there are two antecedents, one re-

quiring *who*, and the other *which*, as the *men* and *horses that* we saw.

Can you decline the relative *who?*

SINGULAR AND PLURAL.

Nominative,	Who.
Possessive,	Whose.
Objective,	Whom.

How do you decline its compound, *whosoever?*

Nominative,	Whosoever.
Possessive,	Whosesoever.
Objective,	Whomsoever.

What have you to observe respecting *what?**

It is a kind of compound relative, and mostly equivalent to *the thing which.*

Give me an example.

This is *what* I wanted, that is, *the thing which* I wanted.

When are *who, which,* and *what,* called interogatives?

When they are used in asking questions, as Who is he? Which is the boy? What are you doing?

* *What* is frequently an adjective, as, *what* grammar do you use?

ADJECTIVE PRONOUNS.

Why are adjective pronouns so named?

Because they are of a mixed nature, having partly the property of pronouns, and partly that of adjectives.

How many kinds are there?

Four, namely, the possessive, the distrib'-u-tive, the de-mon'-stra-tive, and the in-def-i-nite.

Name the possessive adjective pronouns.

My, thy, his, her, its, our, your, their.

Name the distributive adjective pronouns.

Each, every, either, neither.

Name the demonstrative adjective pronouns.

This and that,* with their plurals, these and those.

Why are they thus called?

Because they demonstrate or point out the nouns to which they relate.

Have you anything more to observe respecting *this* and *that?*

This always refers to the nearest person or thing, and *that* to the more distant, as *This* boy is taller than *that.*

* *That* is a demonstrative adjective pronoun only when it points out a particular person or thing, as *that* girl, *that* dress.

Name the indefinite adjective pronouns.

Some, other, any, one, all, such, none, whole. both, another.

Decline the indefinite adjective pronoun, other.

INGULAR.		PLURAL.
Nominative	Other,	Others.
Possessive	Other's,	Others'.
Objective	Other,	Others.

EXERCISES ON THE DIFFERENT PRONOUNS.

Write the following words in one column, and opposite to each word say what it is:—

He, which, all, this, who, each, she, these, such, my, their, either, your, they, what, every, some, both, I, whose, thy, one, yours, ours, me, another. whom, any, such, thine, thus:—

He,	personal pronoun.
Which,	relative pronoun.
All,	indefinite adjective pronoun, &c.

INTRODUCTORY PARSING LESSONS.

Let me hear you parse "The good girl who

The	definite article.
good	adjective, positive state.
girl	common noun, feminine gender, 3rd person, singular number, nominative case.
who.	relative pronoun, feminine gender, 3rd person, singular number, nominative case.

How do you know that *who* is feminine and singular?

Its antecedent, girl, that is, the word for which it stands is feminine and singular.

Parse the following: "The handsome horses which."

The	definite article.
handsome	adjective, positive state.
horses	common noun, masculine gender, 3rd person, plural number, nominative case.
which.	relative pronoun, masculine gender, 3rd person, plural number, nominative case.

PARSING LESSONS ON THE RELATIVE PRONOUN.

The amiable lady who. The studious boy who. The green tree which. The beautiful roses which. That elegant house which. That field which. An industrious girl who. Our dear friend who. The noble lord who. My faithful dog which. The blind fiddler who. The pious clergymen who. The deep river which.

VERBS.

1. What is a verb?

A verb is a word which signifies *to exist, to act*, or *to be acted upon*, as I am, I rule, I am ruled.

VERBS.

To sit. *To read.* *To preach.*

2. How may a verb be known?

By its making sense with *I* and *to* before it.

Give me an example.

I know that think, walk, and play, are verbs, because I can say, I think,* to think; I walk, to walk; I play, to play.

3. How many kinds of verbs are there?

Three, namely, the active, the passive, and the neuter.

Active. *Passive.* *Neuter.*

4. How are they otherwise divided?

Into regular, irregular, and defective.

* If the verb be not in its simple form, it must be reduced to it before trying it by the rule, thus: *loved* must be reduced to *love*, *found* to *find*, *saw* to *see*.

5. What does a verb active express?

An action passing from an agent to an object as Joseph *eats* plums, Mary *writes* letters.

6. How may a verb active be known?

By trying it with *what* or *whom.*

Give me some examples.

Joseph eats plums, Mary obeys her parents. Now I ask the questions, What does Joseph eat? Whom does Mary obey? As both of these admit of answers, they show that the verbs *eat* and *obey* are active.

7. What does a verb passive express?

The receiving of an action, as James *is blamed* by his tutor; Martha *is commended* by her friends.

In these examples, do James and Martha *act?*

No, they do not; but they *are acted upon,* and this proves that *is blamed* and *is commended* are passive.

8. What does a verb neuter, that is, a verb neither active nor passive, express?

Being, or *action confined to an agent,* as I live, I walk.

How may a verb neuter generally be known?

By trying it with *what,* thus: in the sen-

tences, William laughs, Sarah sleeps, I ask, What, does William laugh? What, does Sarah sleep?

Do these questions afford any answer?

They do not, and this shows that the verbs *laugh* and *sleep* are neuter.

9. What do we mean by auxiliary, or helping verbs?

Verbs by the help of which other verbs are conjugated.

10. Repeat the auxiliary verbs.

Do, be, have, shall, will, may, can, with their variations, and must, which always remains the same.

Are any of these auxiliaries ever used as principal verbs?

Yes; do, be, have, are frequently principal verbs.

11. What belong to verbs?

Person, number, mood, and tense.

What does mood express?

The manner in which a thing is done.

MOODS OF VERBS.

Name the five different moods.

The in-dic'-a-tive, the im-per-a-tive, the

po-ten'-tial, the sub-junc'-tive, and the in-fin'-i-tive.

How is the indicative used?

It simply indicates or declares a thing, as, he rules, he is ruled; or it asks a question, as, Does he rule? Is he ruled?

How is the imperative used?

It commands, exhorts, entreats, or permits, as, depart thou; mind ye; let us stay; go in peace.

How may the potential mood be generally known?

By the sign *may, can, might, could, would, should,* or *must.*

How is the subjunctive mood known?

By its being preceded by a conjunction, expressed or understood, expressing something future and uncertain, and attended by another verb.

Give me an example.

If Charles *go,* I will accompany him: here the verb *go* expresses both futurity and uncertainty; therefore it is in the subjunctive mood.

What is there peculiar in the infinitive mood?

It is not confined to number or person, and is known by the sign *to,* expressed or understood, as, to rule, to be ruled.

TENSES OF VERBS.

How many tenses have we in the English language?

Six, namely, the present, the past, the perfect, the pluperfect, the first future, and the second future.

What is there peculiar in the participle?

It partakes of the nature, both of a verb and an adjective, as, *being admired* and *applauded*, he became vain.

How many participles are there?

Three, namely, the present, the perfect, and the compound perfect, as *loving, loved, having loved.*

What is meant by conjugating a verb?

It shows the different variations that the verb undergoes in number, person, mood, and tense.

What do you call the conjugation of an active verb?

The active voice, and that of a passive verb, the passive voice.

When are verbs said to be regular?

When they form their past tense, and their perfect participle, by the addition of ed or *d* only when the verb ends in *e.*

Give me an example.

Present.	*Past.*	*Perfect Past.*
I honour,	I honoured,	having honoured.
I love,	I loved,	having loved.

When are verbs said to be irregular?

When they *do not* form their past tense, and their perfect participle, by the addition of *ed* or *d*.

Give me some examples.

Present.	*Past*	*Perfect Past.*
I give,	I gave,	having given.
I see,	I saw,	having seen.

EXERCISES ON THE VERB.

2. Write me down ten words that will make sense with *I* before them, and do not forget they will be verbs, thus:—

I walk.
I eat.

Write ten with *to* before them, and bear in mind that they will also be verbs, thus:—

To think.
To ride.

6. Supply suitable active verbs in the following sentences:—

John	his mother.
Mary	the truth.
William	small hand.
Jane	text hand.

Horses	hay.
Cows	water.

7. Fill up the following with suitable passive verbs:—

Parents	by their children.
Small hand	by William.
The truth	by Mary.
Text hand	by Jane.
Hay	by horses.
Water	by cows.

8. Fill up the following with neuter verbs:—

George	upon a chair.
Thomas	upon a horse.
The dog	before the fire.
The dog	at a stranger.
The baby	soundly.
They	at his drollery.

CONJUGATION OF THE AUXILIARIES.

Conjugate the auxiliary *TO DO.*

PRESENT TENSE.

SINGULAR.	PLURAL.
1. I do,	1. We do.
2. Thou doest or dost,	2. Ye or you do.
3. He does or doth,	3. They do.

PAST TENSE.

1. I did,	1. We did.
2. Thou didst,	2. You did.
3. He did,	3. They did.

Conjugate the auxiliary *TO HAVE.*

PRESENT TENSE.

SINGULAR.	PLURAL.
1. I have,	1. We have.
2. Thou hast,	2. You have.
3. He has or hath,	3. They have.

PAST TENSE.

1. I had,	1. We had.
2. Thou hadst,	2. You had.
3. He had,	3. They had.

Conjugate the auxiliary *SHALL.*

PRESENT TENSE.

1. I shall,	1. We shall.
2. Thou shalt,	2. You shall.
3. He shall,	3. They shall.

PAST TENSE.

1. I should,	1. We should.
2. Thou shouldst,	2. You should.
3. He should,	3. They should.

Conjugate the auxiliary *WILL.*

PRESENT TENSE.

1. I will,	1. We will.
2. Thou wilt,	2. You will.
3. He will,	3. They will.

PAST TENSE.

SINGULAR.	PLURAL.
1. I would,	1. We would
2. Thou wouldst,	2. You would.
3. He would,	3. They would

Conjugate the auxiliary *MAY.*

PRESENT TENSE.

1. I may,	1. We may.
2. Thou mayst,	2. You may.
3. He may,	3. They may.

PAST TENSE.

1. I might,	1. We might.
2. Thou mightst,	2. You might.
3 He might,	3. They might.

Conjugate the auxiliary *CAN*

PRESENT TENSE.

1. I can,	1. We can.
2. Thou canst,	2. You can.
3. He can,	3. They can.

PAST TENSE.

1. I could,	1. We could.
2. Thou couldst,	2. You could.
3. He could,	3. They could

Conjugation of the auxiliary and neuter verb. *TO BE*

Indicative Mood.

PRESENT TENSE.

SINGULAR.	PLURAL.
1. I am,	1. We are.
2. Thou art,	2. Ye or you are.
3. He, she, or it is,	3. They are.

PAST TENSE

I was,	We were.
Thou wast,	You were.
He was,	They were.

PERFECT TENSE.

I have been,	We have been.
Thou hast been,	You have been.
He has been,	They have been.

PLUPERFECT TENSE.

I had been,	We had been.
Thou hadst been,	You had been.
He had been,	They had been.

FIRST FUTURE TENSE.

I shall or will be,	We shall or will be.
Thou shalt or wilt be,	You shall or will be.
He shall or will be,	They shall or will be

SECOND FUTURE TENSE.

I shall have been,	We shall have been.
Thou wilt have been,	You will have been.
He will have been,	They will have been.

Imperative Mood.

SINGULAR.	PLURAL.
2. Be thou, or do thou be.	2. Be ye or you, or do ye be.

Potential Mood.

PRESENT TENSE.

I may or can be.	We may or can be.
Thou mayst or canst be.	You may or can be.
He may or can be.	They may or can be.

PAST TENSE.

I might, could, would, or should be.	We might, could, would, or should be.
Thou mightst, couldst, wouldst, or shouldst be.	You might, could, would, or should be.
He might, could, would, or should be.	They might, could, would, or should be.

PERFECT TENSE.

I may or can have been.	We may or can have been.
Thou mayst or canst have been.	You may or can have been.
He may or can have been.	They may or can have been.

PLUPERFECT TENSE.

I might, could, would, or should have been.	We might, could, would, or should have been.
Thou mightst, couldst, wouldst, or shouldst have been.	You might, could, would, or should have been.
He might, could, would, or should heve been.	They might, could, would, or should have been.

Subjunctive Mood.

PRESENT TENSE.

SINGULAR	PLURAL
If I be,	If we be.
If thou be,	If you be.
If he be,	If they be.

PAST TENSE.

If I were,	If we were.
If thou wert,	If you were.
If he were,	If they were.*

Infinitive Mood.

PRESENT TENSE.	PERFECT TENSE.
To be,	To have been.

PARTICIPLES.

PRESENT.	PERFECT.	COMPOUND PERFECT
Being,	Been,	Having been,

INTRODUCTORY PARSING LESSONS.

Parse the following, "Henry may have been:"—

Henry prop. n. mas. g. 3 p. sing. num. nom. c.
may auxiliary.
have auxiliary.
may have been irreg. verb neuter, poten. mood, perfect t. 3 per. pl. num.

How do you know that *may have been* is in the potential mood, perfect tense?

* The remaining tenses are the same as the indicative, using the conjunction *if*.

I find it so in looking over the conjugation of the verb *to be.*

How do you know that *may have been* is in the third person, singular?

Its nom. case, *Henry*, is third person, sing.

Parse the words "She might be:"—

She per. pron. fem. gend. 3 per. sing. num nom. case.

might an auxiliary from *may.*

might be irreg. verb neuter, pot. mood. past t 3 per. sing. num.

How do you know that *might be* is the third person, singular number?

Its nom. case, *she*, is the third, sing. num.

Parse the sentence "He was my friend:"—

He per. pro. mas. gen. 3 p. sing. n. nom. c.

was irreg. verb neuter, indic. mood, past tense, 3 per. sing. num.

my poss. adjective pronoun.

friend. com. noun, mas. gen. 3 per. sing. num nom. case.*

PARSING LESSONS† ON THE VERB *TO BE*

I can be. Thomas might be. Eliza may be

* If the verb *to be* have a nominative case before it, it also takes one after it.

† If these lessons be considered too difficult, they may be passed over till a later period; and this remark will apply to many of the parsing lessons. The judicious teacher will be guided by the age and capacity of the pupil.

He was. They were. I have been. He would have been. She might have been. You should have been. Catharine may have been. Thou mayst have been. They would be. Martha had been. Sarah will be. You will have been.

Let me hear you conjugate the regular and active verb *TO LOVE.*

Indicative Mood.

1. PRESENT TENSE.

SINGULAR.	PLURAL.
1. I love,	1. We love.
2. Thou lovest,	2. Ye or you love.
3. He, she, it, loves, or loveth,	3. They love.*

2. PAST TENSE.

I loved,	We loved,
Thou lovedst,	You loved.
He loved,	They loved.

3. PERFECT TENSE.

I have loved,	We have loved.
Thou hast loved,	You have loved.
He has loved,	They have loved.

4. PLUPERFECT TENSE.

I had loved,	We had loved.
Thou hadst loved,	You had loved.
He had loved,	They had loved.

* Sometimes the present and past tenses are varied by the auxiliaries *do* and *did*, as, I *do* love, I *did* love.

5. FIRST FUTURE TENSE.

SINGULAR.	PLURAL.
1. I shall or will love,	1. We shall or will love.
2. Thou shalt or wilt love,	2. You shall or will love.
3. He shall or will love,	3. They shall or will love.

6. SECOND FUTURE TENSE.

I shall have loved,	We shall have loved.
Thou wilt have loved,	You will have loved.
He will have loved,	They will have loved.

7. Imperative Mood.

2. I ove thou, or do thou love,*	2. Love ye or you, or do ye love.

Potential Mood.

8. PRESENT TENSE.

1. I may or can love,	1. We may or can love.
2. Thou mayst or canst ove,	2. You may or can love.
3. He may or can love,	3. They may or can love.

9. PAST TENSE.

I might, could, would, or should love,	We might, could, would or should love.
Thou mightst, couldst, wouldst, or shouldst love,	You might, could, would, or should love.
He might, could, would, or should love,	They might, could, would or should love.

* The imperative mood has neither the first nor the third person. See the "Practical Grammar."

10. PERFECT TENSE.

SINGULAR.	PLURAL.
I may or can have loved,	We may or can have loved
Thou mayst or canst have loved,	You may or can have loved.
He may or can have loved,	They may or can have loved.

11. PLUPERFECT TENSE.

I might, could, would, or should have loved,	We might, could, would, or should have loved.
Thou mightst, couldst, wouldst, or shouldst have loved,	You might, could, would, or should have loved.
He might, could, would, or should have loved,	They might, could, would, or should have loved.

Subjunctive Mood.

12. PRESENT TENSE.

1. If I love,	1. If we love.
2. If thou love,	2. If you love.
3. If he love,	3. If they love.*

13. Infinitive Mood.

PRESENT. To love, PERFECT. To have loved.

14. PARTICIPLES.

PRESENT.	PERFECT.	COMP. PERFECT.
Loving,	Loved,	Having loved.

EXERCISES ON REGULAR VERBS.

1. Let me hear you conjugate the verb *move* in the indicative mood, present tense.

* The remaining tenses are the same as the indicative.

Ind. m. pres. t.	1 p. sing.	I move.
	2	Thou movest.
	3	He moves.
	1 p. pl.	We move.
	2	You move.
	3	They move.

8. Conjugate *offend* in the potential present.

Pot. m. p. t.	1 p. s.	I may or can offend.
	2	Thou mayst or canst offend.
	3	He may or can offend.
	1 p. pl.	We may or can offend.
	2	You may or can offend.
	3	They may or can offend.

4. Conjugate *commit* in the indicative, pluperfect.

5. Admit, in the indicative, first future.
6. Confess, in the indicative, second future
7. Depose in the imperative.
9. Confide, in the potential, past.
2. Intend, in the indicative, past.
3. Propose in the indicative, perfect.
10. Sustain in the potential, perfect.
12. Hate in the subjunctive, present.

Conjugate the verb *relate* in the infinite mood.

Inf. m. pr. t. *to relate;* perfect, *to have related.*

Now conjugate *suppose* in the same way, also, *confide, succeed, obey, present, support, intend, profess.*

14. Let me hear you form the verb *support* into a participle, through its different tenses.

Pres. *supporting;* perfect, *supported;* comp. perfect, *having supported.*

Form *pretend* in the same way, also *incline defend, select, succeed, delay, offend.*

10. By what signs do you know the potential mood, perfect tense?

By the signs *may* or *can have.*

Where do you find the information?

I look at 10, in the conjugation of *to love.*

By what sign or signs do you know the

5. Indicative, first future.
9. The potential, past.
3. The indicative, perfect.
11. The potential, pluperfect.
6. The indicative, second future.
13. The infinitive, perfect.

Now tell me the mood and tense of the following:—

"They should have obeyed."

Potential mood, pluperfect tense.

Where do you find the information?

I look in the conjugation of *to love* till I find "they should have loved."

Tell me also the mood and tense of

9. They might succeed.
8. He may pretend.

3. He has obeyed.
12. If he offend.
4. They had completed.
5. Jane will succeed.
11. William should have considered.
10. Ann may have offended.
11. I might have ventured.
2. Charles succeeded.
10. I can have completed.
7. Attend thou.
6. David will have finished.

INTRODUCTORY PARSING LESSONS.

Let me hear you parse "Mary has finished her copy."

Mary — prop. n. fem. gend. 3 per. sig. n. nom. c.
has, finished — reg. v. active, indic. mood, perf. tense, 3 p. sing. number.
her — poss. adjective pronoun.
copy. — com. n. neut. gen. 3 per. sing. n. objective case.

How do you know that *finished* is a regular verb?

It forms its past tense and perf. participle by adding *ed*, thus· past, *I finished*, perf. participle, *having finished.*

How do you know that *copy* is in the objective case?

Active verbs take an objective case after them.

Now parse "England contains forty counties."

England	prop. n. neut. gen. 3 per. sin. n. nom. c.
contains	reg. v. active, ind. mood, pres. tense, 3 per. sing. n.
forty	cardinal adjective, and not susceptible of comparison.
counties.	com. n. neut. gen. 3 per. plu. n. obj. c.

Parse "Obey ye your parents."

Obey	reg. v. active, imp. mood, 2 per. pl. n.
ye	per. pro. com. g. 2 per. pl. n. nom. c.
your	poss. adjective pronoun.
parents.	com. n. com. g. 3 p. plu. n. obj. case.

Parse "To have injured his prospects."

To have injured	reg. v. active, infin. m. perf. t.
his	poss. adjective pronoun.
prospects.	com. n. neut. gen. 3 p. pl. n. ob. c.

Wales contains twelve counties. They performed the journey. The sun warms the ground. Columbus discovered America. We received your letter. We export cotton* goods. We esteem an honest man. We should honour our parents. China produces the tea-plant. I ad-

*When a noun is used as an adjective, it is not susceptible of comparison.

mire his conduct. The moon attends the earth. Sophia selected the pink dress. Henry supported his mother. David invited his cousins.

PASSIVE VERBS.

How is the passive verb formed?

By adding the perfect participle of any verb to the auxiliary *to be*, through all its changes of number, person, mood, and tense.

Let me hear you conjugate the passive verb, *TO BE LOVED.*

Indicative Mood.

PRESENT TENSE.

SINGULAR.	PLURAL.
1. I am loved,	1. We are loved.
2. Thou art loved,	2. You are loved.
3. He is loved,	3. They are loved.

PAST TENSE.

I was loved,	We were loved.
Thou wast loved,	You were loved.
He was loved,	They were loved.

PERFECT TENSE.

I have been loved,	We have been loved.
Thou hast been loved,	You have been loved.
He has been loved,	They have been loved

PLUPERFECT TENSE.

1. I had been loved,	1. We had been loved.
2. Thou hadst been loved,	2. You had been loved.
3. He had been loved,	3. They had been loved.

FIRST FUTURE TENSE.

SINGULAR.	PLURAL.
I shall be loved,	We shall be loved.
Thou wilt be loved,	You will be loved.
He will be loved,	They will be loved.

SECOND FUTURE TENSE.

I shall have been loved,	We shall have been loved.
Thou wilt have been loved,	You will have been loved.
He will have been loved,	They will have been loved.

Imperative Mood.

2. Be thou loved, or do thou be loved,	2. Be ye or you loved, or do ye be loved.

Potential Mood.

PRESENT TENSE.

1. I may or can be loved,	1. We may or can be loved.
2. Thou mayst or canst be loved,	2. You may or can be loved.
3. He may or can be loved,	3. They may or can be loved.

PAST TENSE.

1. I might, could, would, or should be loved,	1. We might, could, would, or should be loved.
2. Thou mightst, couldst, wouldst, or shouldst be loved,	2. You might, could, would, or should be loved
3. He might, could, would, or should be loved,	3. They might, could, would, or should be loved.

PERFECT TENSE.

SINGULAR.	PLURAL.
I may or can have been loved,	We may or can have been loved.
Thou mayst or canst have been loved,	You may or can have been loved.
He may or can have been loved,	They may or can have been loved.

PLUPERFECT TENSE.

I might, could, would, or should have been loved,	We might, could, would, or should have been loved.
Thou mightst, couldst, wouldst, or shouldst have been loved,	You might, could, would, or should have been loved
He might, could, would, or should have been loved,	They might, could, would, or should have been loved.

Subjunctive Mood.

PRESENT TENSE.

1. If I be loved.	1. If we be loved.
2. If thou be loved,	2. If you be loved.
3. If he be loved,	3. If they be loved.

PAST TENSE.

If I were loved,	If we were loved.
If thou wert loved,	If you were loved.
If he were loved,	If they were loved.*

Infinitive Mood.

PRESENT TENSE.	PERFECT TENSE.
To be loved,	To have been loved

* The remaining tenses are the same as the indicative.

PARTICIPLES.

PRESENT.	PERFECT.	COMP. PERFECT.
Being loved,	Loved,	Having been loved

EXERCISES ON THE PASSIVE VERBS.

Conjugate the verb *support*, in the indicative mood, past tense, passive voice.

Ind. m. past t.	1 p. sing.	I was supported.
	2	Thou wast supported.
	3	He was supported.
	1 p. pl.	We were supported
	2	You were supported.
	3	They were supported.

Conjugate *blame*, in the pot. present, pass. voice.

Pot. m. pres. t.	1 p. sing.	I may or can be blamed.
	2	Thou mayst or canst be blamed.
	3	He may or can be blamed.
	1 p. pl.	We may or can be blamed.
	2	You may or can be blamed.
	3	They may or can be blamed.

Conjugate the following in the passive voice:—

Discover, in the indicative, perfect.
Sustain, in the potential, past.
Offend, in the potential, perfect.
Provoke, in the ind. first future.
Fe... in the ind. second future.
Admire, in the ind. pluperfect.
Admit in the subjunctive, present.

Conjugate the active verb *censure*, in the infinitive mood, passive voice.

Inf. m. present, *to be censured;* perfect, *to have been censured.*

Conjugate *maintain, surround, suspect, survey,* and *oppose* in the same way.

Form *believe* into its participles, in the passive voice.

Present, *being believed;* perfect, *believed;* comp. perfect, *having been believed.*

Form *traduce, provoke, restore, prepare, inform,* in the same way.

INTRODUCTORY PARSING LESSONS.

Parse the following: "Naughty boys are disliked."

Naughty — adj. positive state.
boys — com. n. mas. g. 3 p. plu. num. nom. c.
are disliked. — reg. v. passive ind. mood, pres. t. 3 per. plu. n.

Parse "Modest girls should be encouraged."

Modest — adj. pos. state.
girls — com. n. fem. g. 3 p. pl. n. nom. c.
should be encouraged. — reg. v. pas. pot. m. past tense, 3 p. pl. n

Parse "Be ye comforted."

Ye — per. pron. com. g. 2 p. pl. n. nom. c.
be comforted — reg. v. pas. imp. m. 2 per. plural,

PARSING LESSONS ON THE PASSIVE VERB.

The boy was reported. I have been blamed. Thou wast invited. Lying boys will be shunned. William is esteemed. Thomas has been promoted. Virtue will be rewarded. Old age is honoured. Our parents should be obeyed. I am induced. The man was committed. They may be offended. She can be informed.

IRREGULAR VERBS.

When are verbs said to be irregular?

When they do not form their past tense and their perfect participle, by the addition of *ed* or *d*.

How would you ascertain whether a verb be regular or not?

I should try it thus:—

I give *to-day*, I gived *yesterday*, *having* gived; now this offends the ear, and makes nonsense, therefore I conclude the verb *give* is irregular.

Give me another example.

I succeed *to-day*, I succeeded *yesterday*, *having* succeeded; this is agreeable to the ear, and correct, therefore the verb *succeed* is regular.

What does the following list comprise?

All the verbs that are irregular; any verb not in this list may be considered regular.

Let me hear you form the irregular verbs

PRESENT.	PAST.	PERF. PARTICIPLE.
Abide,	abode,	abode.
Am,	was,	been.

Or perhaps better thus:

I abide *to-day*,*	I abode *yesterday*,	*having* abode.
I am *to-day*,	I was *yesterday*,	*having* been.
awake,	awoke,	awoke.
bear, *to bring forth*,	bore, or bare,	born.
bear, *to carry*,	bore,	borne.
beat,	beat,	beaten, or beat.
begin,	began,	begun.
bend,	bent, R	bent.
bereave,	bereft,	bereft.
beseech,	besought,	besought.
bid, *for-*	bade,	bidden, or bid.
bind, *un*	bound,	bound.
bite,	bit,	bitten, or bit.
bleed,	bled,	bled.
blow,	blew,	blown.
break,	broke,	broken.
breed,	bred,	bred.
bring,	brought.	brought.
build, *re-*	built,	built.
burst,	burst,	burst
buy,	bought,	bought.
cast,	cast,	cast.
catch,	caught,	caught.
chide,	chid,	chidden, or chid.

* This method of forming the irregular verbs is calculated to give the pupil a clearer insight into their nature than the other.

When the pupil is young, if the teacher would repeat the first word, the task, instead of being irksome, would be a pleasure.

The words marked R are also regular.

I choose *to-day*,	I chose *yesterday*,	*having* chosen.
cleave, *to adhere*,	clave, R.	cleaved.
cleave, *to split*,	clove, or cleft,	cleft, or cloven.
cling,	clung,	clung.
clothe,	clothed,	clad, R.
come, *be-*	came,	come
cost,	cost,	cost.
crow,	crew, R	crowed.
creep,	crept,	crept.
cut,	cut,	cut.
deal	dealt,	dealt.
dare, *to venture*,	durst,	dared.
dare, *to challenge*,	dared,	dared.
dig,	dug,	dug.
do, *mis- un-*	did,	done.
draw, *with-*	drew,	drawn.
drink,	drank,	drunk.
drive,	drove,	driven.
dwell,	dwelt,	dwelt.
eat,	eat, or ate,	eaten.
fall, *be-*	fell,	fallen.
feed,	fed,	fed.
feel,	felt,	felt.
fight,	fought,	fought.
find,	found,	found.
flee,	fled,	fled.
fling,	flung,	flung.
fly,	flew,	flown.
forbear,	forebore,	forborne
forget,	forgot,	forgotten, forgot
forsake,	forsook,	forsaken.
freeze,	froze.	frozen.

I get, *be- for- to-day*,	I got *yesterday*,	*having* got.
gild,	gilt, R.	gilt.
gird, *be-*	girt, R.	girt.
give, *for- mis-*	gave,	given.
go,	went,	gone.
grave, *en-*	graved,	graven, R
grind,	ground,	ground.
grow,	grew,	grown.
hang,	hung,	hung.
have,	had,	had.
hear,	heard,	heard.
hew,	hewed,	hewn.
hide,	hid,	hid, or hidden.
hit,	hit,	hit.
hold, *be- with*	held,	held.
hurt,	hurt,	hurt.
keep,	kept,	kept.
knit,	knit,	knit.
know,	knew,	known.
lade,	laded,	laden.
lay, *in-*	laid,	laid.
lead, *mis-*	led,	led.
leave,	left,	left.
lend,	lent,	lent.
let,	let,	let.
lie, *to lie down.*	lay,	lain.
load,	loaded,	loaden
lose,	lost,	lost.
make,	made,	made.
mean,	meant	meant.
meet,	met.	met.
mow,	mowed,	mown.

I pay, *re- to-day*,	I paid *yesterday*,	*having* paid.
put,	put,	put.
réad,	rĕad,	rĕad.
rend,	rent,	rent.
rid,	rid,	rid.
ride,	rode,	ridden.
ring,	rang,	rung.
rise, *a-*	rose,	risen.
rive,	rived,	riven.
run,	ran,	run.
saw,	sawed,	sawn
say	said,	said.
see	saw,	seen
seek,	sought,	sought.
sell,	sold,	sold
send,	sent,	sent.
set, *be-*	set,	set.
shake,	shook,	shaken.
shape,	shaped,	shapen
shave,	shaved,	shaven
shear,	shore,	shorn.
shed,	shed,	shed.
shine,	shone,	shone.
shoe,	shod,	shod.
shoot,	shot,	shot
show,	showed,	shown
shrink,	shrank,	shrunk
shred,	shred,	shred.
shut,	shut,	shut.
sing,	sang,	sung.
sink,	sank,	sunk.
sit,	sat,	sat.

I slay *to-day*	I slew *yesterday*,	*having* slain.
sleep,	slept,	slept.
slide,	slid,	slidden, or slid
sling,	slung,	slung.
slink,	slank,	slunk.
slit,	slit,	slit.
smite,	smote,	smitten.
sow,	sowed,	sown.
speak, *be-*	spoke,	spoken.
speed,	sped,	sped.
spend, *mis-*	spent,	spent.
spill,	spilt,	spilt.
spin,	span, or spun,	spun.
spit,	spat,	spat.
split,	split,	split.
spread, *be-*	spread,	spread.
spring,	sprang,	sprung.
stand, *with-*	stood,	stood.
steal,	stole,	stolen.
stick,	stuck,	stuck.
sting,	stung,	stung.
stink,	stank, or stunk,	stunk.
stride, *be-*	strode,	stridden.
strike,	struck,	struck, or stricken.
string,	strung,	strung.
strive,	strove,	striven.
strow,	strowed,	strown.
swear,	swore, or sware,	sworn.
swĕat,	sweat,	sweat.
sweep,	swept,	swept.
swell,	swelled,	swollen.
swim,	swam,	swum

I swing *to-day*,	I swung *yesterday*,	*having* swung
take, *be- mis-*	took,	taken.
teach, *mis-*	taught,	taught.
tear,	tore, or tare,	torn.
tell,	told,	told.
think, *be-*	thought,	thought.
thrive,	throve,	thriven.
throw,	threw,	thrown.
tread,	trod,	trodden.
wax,	waxed,	waxed.
wear,	wore,	worn.
weave,	wove,	woven.
weep,	wept,	wept.
win,	won,	won.
wind,	wound,	wound.
work,	wrought,	wrought.
wring,	wrung,	wrung.
write	wrote	written

DEFECTIVE VERBS.

What are meant by the defective verbs?

Those which are used only in some of their moods and tenses.

Name them.

Can, could; may, might; shall, should will, would; must, must; ought, ought quoth.

What are the impersonal verbs?

Such as are used only in the third person, taking *it* before them, as, it rains, it hails, it snows.

INTRODUCTORY PARSING LESSONS.

Parse the following, "The hounds caught the hare."

The	definite article.
hounds	com. n. com. gend. 3 per. pl. n. nom. c.
caught	irreg. v. active, indic. mood, past tense, 3 per. pl.
the	def. article.
hare.	com. n. com. gend. 3 per. sing. n. obj. c.

Parse "I have forgotten my pencil case."

I	per. pro. com. gend. 1 per. sing. n. nom. c.
have forgotten	ir. v. act. ind. m. perf. tense, 1 per sing. n.
my	poss. adj. pronoun.
pencil case.	com. n. neut. gen. 3 p. sing. n. obj. c.

Parse "Martha should have seen him."

Martha	prop. n. fem. gend. 3 p. sing. n. nom. c.
should have seen	ir. v. active, pot. m. pluperfect t. 3 p. sing. n.
him.	per. pro. mas. g. 3 p. sing. n. obj. c.

PARSING LESSONS ON THE IRREGULAR VERBS.

I have written my letter. They have sent the book. Eliza has cut her finger. The old man shook his head. Sarah saw the Exhibition. The

bee stung my arm. They won the prize. Hannah wore her green dress. Maria bought a parasol. I have found my penknife.

ADVERBS.

What is an adverb?

A word added to an adjective, or another adverb, but mostly to a verb, to give it a more distinct meaning.

Give me some examples.

A *truly* good man. He spoke *very* fluently. Jane writes *well;* here *truly, very,* and *well,* are adverbs.

Are adverbs ever compared?

Some are, as *soon, sooner, soonest; often, oftener, oftenest.*

How are adverbs, ending in *ly,* compared?

By *more* or *most,* as *wisely,* more *wisely,* most *wisely.*

Are adverbs easily known?

Not so easily as the other parts of speech; but it may in general be concluded that every word that cannot be otherwise classed is an adverb.

Name me a few of the adverbs.

always	alone	at once	far	here
now	indeed	more*	most	never

* *More* and *most* are adjectives when placed before nouns.

no	not	now	often	only
perhaps	seldom	since	so	soon
too	there	then	very	well

INTRODUCTORY PARSING LESSONS.

Parse "The scholars walked very orderly."

The	def. article.
scholars	com. n. com. gend. 3 p. plu. n. nom. c.
walked	reg. v. neut. ind. m. past t. 3 p. pl. n.
very	adverb.
orderly.	adverb.

Parse "I have seen him once, perhaps twice."

I	per. pr. com. g. 1 per. sing. n. nom. c.
have seen	ir. verb act. ind. m. perf. t. 1 p. sing. n.
him	per. pr. mas. g. 3 p. s. n. obj. c.
once,	adverb.
perhaps	adverb.
twice.	adverb.

PARSING LESSONS ON THE ADVERB.

Mary was often invited. I can scarcely judge. It will appear strange. Ann answered very prudently. John is frequently there. I seldom see her. He was then very well. Eliza is now alone. He is indeed a very prudent boy. Elizabeth sings very sweetly. Mary dances gracefully.

PREPOSITIONS.

What is the peculiar nature of prepositions?

They serve to connect words with one another, and to show their relation to each other.

Give me an example.

William went *from* London, *through* Manchester *to* Liverpool; here *from*, *through*, and *to*, are prepositions.

Are prepositions easily known?

Yes, for the most part, by trying them before the place in which we reside.*

Give me an example.

I reside in London; now I can say, *near* London, *below* London, *beyond* London, *above* London; therefore, *near*, *below*, *beyond*, and *above*, are prepositions.

Name me a few of the prepositions.

of	against	to	behind
between	from	within	through
under	above	into	about
at	near	except	by
with	in	on	during

INTRODUCTORY PARSING LESSONS.

Parse, "They went from London to York in three days."

* Some prepositions ending in *ng*, are exceptions, as *during*, *among*

They	per. pro com. gen. 3 p. plu. n. nom. c.
went	ir. verb neut. ind. m. past. t. 3 p. pl. n.
from	preposition.
London	prop. n. neut. gen. 3 p. sing. n. obj c.
to	prep.
York	prop. n. neut. g. 3 per. sing. n. obj. c.
in	prep.
three	cardinal adj. and will not compare.
days.	com. n. neut. g. 3 p. pl. n. obj. c.

PARSING LESSONS ON THE PREPOSITION.

James resides at Derby. I walked over the bridge. I sent a boy after him. She went down the street. He lives within his income. You may go into the garden. He stood against the window. Gravesend lies below London. I went through Bath to Bristol. She walked between them. I know nothing about the subject. She was behind a pillar. Martha walked with me.

CONJUNCTIONS.

What is a conjunction?

A part of speech used to join sentences together, so as out of two to make but one; it sometimes connects only words.

Give me an example.

Fire *and* water are good servants, *but* bad masters; here *and* connects two words to-

gether; and *but* joins two sentences, so as to make only one.

How are conjunctions usually divided?

Into two kinds, namely, the cop-u-la-tive and the disjunctive.

Name the principal copulative conjunctions.

And, if, because, that,* both, for, therefore, then, since, wherefore.

Name the principal disjunctive conjunctions.

Yet, notwithstanding, but, than, though, either, or, neither, nor, lest, nevertheless, unless

Have not some conjunctions their corresponding ones?

Yes; *though* or *although* requires *yet; both* requires *and; either* requires *or; neither* requires *nor.*

Can you name any others?

Not only requires *but,* or *but also; so as* and *whether* require *or.*

INTRODUCTORY PARSING LESSONS.

Parse "Both Martha and Maria were invited, but they did not come."

Both conjunction.†

* *That* is a conjunction only when it *connects.*

† In parsing, it does not appear necessary to distinguish the copulative from the disjunctive conjunctions, as *and, or,* and *nor,* are the only ones that affect the construction of a sentence, as it regards the *number* of the verb.

Martha	prop. n. fem. g. 3 per. sing. n. nom. c
and	conjunction.
Maria	prop. n. fem. g. 3 per. sing. n. nom. c
were invited,	reg. v. pas. ind. m. past. t. 3 p. pl. n
but	conjunction.
they	per. p. fem. g. 3 p. pl. n. nom. c.
did come	ir. verb neut. ind. m. past t. 3 p. pl n
not.	adverb.

PARSING LESSONS ON THE CONJUNCTION.

Neither Sarah nor Agnes was invited. I will go if you will accompany me. Mary is taller than Jane, but she is not so stout. I will write the letter if he wish* me. I will send the man, since he wishes it.† Elizabeth is happy, because she is virtuous. You may go if you desire it.

INTERJECTIONS.

What are interjections?

Words used to express some sudden passion or emotion of the mind.

Give me some examples.

Oh! I have cut my finger; *hush!* you will wake your little sister.

Have you anything more to say respecting interjections?

* Subjunctive mood. † Indicative mood.

In printed works they are always followed by this stop! called "an exclamation point."

Name a few of the principal interjections.

Ah! alas! O! oh! fie! hush! behold! strange! pish! pooh! away! hail!

INTRODUCTORY PARSING LESSONS.

Parse the following: "He whose windows are made of glass should never throw stones."

He	per. pr. mas. g. 3 p. sing. n. nom. c.
whose	relative pr. poss. case.
windows	com. n. neut. g. 3 p. plu. n. nom. c.
are	
made	ir. v. pas. ind. m. pres. t. 3 p. pl. num.
of	preposition.
glass,	com. n. neut. g. 3 p. sing. n. obj. c.*
should	
throw	ir. verb act. pot. m. past t. 3 p. sing. n.
never	adverb.
stones.	com. n. neut. g. 3 p. pl. n. obj. c.

Parse "I cannot see my way clearly."

I	per. pro. com. g. 1 p. sing. n. nom. c.
can	
see	ir. verb act. pot. m. pres. t. 1. p. sing. n.
not	adverb.
my	poss. adj. pronoun.
way	com. n. neut. g. 3 p. sing. n. obj. c.
clearly.	adverb.

* A preposition is followed by an objective case.

EASY PROMISCUOUS PARSING LESSONS.

Cork is the second city of Ireland.
The Turks profess the religion of Mahomet.
The sun shines with his own light.
The moon is a dark globe like* the earth.
The moon borrows her light from the sun.
England produces all the necessaries of life.
We import our luxuries from other countries.
It is prudent to have a place for every thing,
And to have every thing in its proper place.
We should forget the faults of others.
We should not forget our own faults.
A rolling stone seldom gathers much moss.
The earth moves round the sun.
The other planets also move round the sun.
We import cotton wool from America.
We export cotton goods to America.
We import large quantities of tea from China.
A good boy will not disobey his mother.
A good girl will be obedient to her governess.
True religion breathes kindness to all men.
Great Britain† is surrounded by the sea.
A good conscience is a continual feast.
A naughty boy gives pain to his teacher.
The French are celebrated for their politeness.
Manchester is the great mart of the cotton trade.
London is the metropolis or capital of England.

* *Like*, adverb, *to* or *unto* is understood after it.
† Great Britain may be considered one word.

The fixed stars shine with their own light.
The fixed stars twinkle as they shine.
The planets shine with a steady light.
Vice and misery are often companions.
Russia is the largest empire in the world.
Sheffield is famous for knives and edge tools.
The Channel separates England from France.
Improvident habits usually lead to poverty.
The clouds float in the air; wood floats in water.
A beast of prey feeds on other animals.
America is sometimes called the New World.
The northern part of Scotland is mountainous.
The sky of Italy is clear and unclouded.
The climate of England is changeable.
Leeds is the great mart for woollen cloths.
Liverpool is celebrated for its fine docks.
Water is a transparent liquid.
Air is a transparent fluid.
Wood, stone, and iron, are opaque* bodies.
A thing is transparent if we can see through it.
The sun rises in the east; he sets in the west.
Bees collect honey from the juice of flowers.
The bee teaches us many useful lessons.
The bee is industrious, and obedient to the laws
Nature has provided the bee with a sting.
A triangle is a figure with three sides.
A hexagon is a figure with six equal sides.
Every boy has five natural senses.

* Pronounced o-pake.

These senses are used by means of organs.
The earth on which we live is a globe.
A ball is in the form of a globe.
The sleep of an industrious man is sweet.
We may be good and happy without riches
Drunkenness leads to want and misery.
A wise man is not elated by success;
He is not depressed by disappointments.
In a wild state elephants live in societies.
Sugar is made of the juice of the sugar-cane.
The sugar-cane flourishes in warm climates.
The hound hunts his prey by the scent.
The greyhound hunts his prey by the eye.
Iron is the most useful of all metals.
Some animals are very useful to man.
In severe winters water becomes a solid body
The ermine yields a most valuable fur.
The ostrich is hunted for his fine feathers.
We export coal to different parts of Europe.
The sun affords us light after he sets.
We find many thorns in the path of life.
In the path of life we also find some flowers.
Asia is the largest quarter of the earth.
Europe is the least quarter of the earth.
Africa abounds with savage wild beasts.
Sap is the juice which circulates in trees.
The Italians excel in music and painting.
Oranges are imported from Spain aud Portugal.
William is healthy because he is temperate.

PART III.

SYNTAX.

What is the third part of Grammar?

SYNTAX, which chiefly consists of two parts, namely, Concord and Government.

What do you mean by concord?

That agreement which one word has with another, in gender, number, person, and case.

What is government?

That power which one word has over another in directing its mood, tense, or case.

Of what does a simple sentence usually consist?

Of three principal parts, namely, the nominative case, the verb, and the objective.

Of what does a compound sentence consist?

Of two or more simple sentences, connected by one or more conjunctions, as Life is short, but eternity is long.

How may the nominative case be generally known?

By putting *who* or *what* before the verb.

Give me an example.

John spins his top; now I ask the question, *who* spins his top?—the answer is *John*, therefore *John* is in the nominative case to the verb *spins*.

Give me another example.

Horses eat oats. I ask the question, *what* eat oats?—The answer is *horses*, therefore *horses* are the nominative to the verb *eat*.

When is a verb said to agree with its nominative case?

When they are both of one person, and of one number.

Give me an example.

In the sentence, "John spins his top," I know that the nominative case, John, is in the third person, singular number, and I can prove that spins is the same.

Let me hear you.

I conjugate it thus:

Ind. mood, pres. t. 1 p. s. I spin.
2 Thou spinnest.
3 *He spins.*—Thus

I find that spins is also third person, singular number, and therefore they agree.

In the sentence "We was invited," does the verb agree with its nominative case?

No, it does not; I already know that *we*

is the first person plural, and I find what *was* invited ought to be thus:—

Ind. mood, past t. 1 p. s. I was invited.
2 Thou wast invited.
3 He was invited.
1 p. pl. We *were* invited.

It therefore should be, We *were* invited.

EXERCISES ON THE PRECEDING SECTION.

Write down the following sentences, one under another, and underline the nominative case in each sentence.

The horse eats oats.
John broke the window.
William sent the letter.
Sophia invited her aunt.
Charles instructs his brother.
Vice punishes itself.
Wealth finds friends.
Adversity tries friends.
I honour my parents.

Thus:—The horse eats oats.

Write down the same sentences and underline all the verbs.

Write down the same and underline the objective case in each sentence, thus:—

The horse eats oats.

What is the First Rule in Syntax to assist us in speaking and writing correctly?

A verb must agree with its nominative case in number and person, as, thou fearest, he fears, we fear.

INTRODUCTORY PARSING LESSONS.

Parse the following: "Good boys are esteemed,"

Good — adj. pos. state
boys — com. n. mas. g. 3 p. pl. n. nom. c.
are, esteemed — reg. v. pas. ind. m. pres. t. 3. p. pl. n. and agrees with its nom. case *boys*, according to Rule 1.—"A verb must agree," &c.

How do you know that *esteemed* agrees with its nom. in number and person?

It is in the 3rd per. plu. num. and so is its nom. *boys*.

Parse also, "Thou shalt love thy neighbour."

Thou — pers. pr. com. g. 2. p. sing. n. nom. c.
shalt, love — reg. v. act. ind. m. 1 fut. t. 2 p. sin. n. and agrees with its nom. case *thou*, according to Rule 1.—"A verb," &c.

PARSING LESSONS ON RULE I.

I love my native country.
Vice will be punished.
The Dutch inhabit Holland.
Siam produces fine elephants.
Peter writes small hand.
Durham abounds in coal.
Mahomet was born at Mecca.
Farmers cultivate the ground.
The French are a polite people.
Berlin' is the capital of Prussia

TRY TO CORRECT THE FOLLOWING SENTENCES

I always attends the church.
You was not at the school.
I intends to go on Saturday.
My scissors is in the work-bag.
We was not at the Exhibition.
Cats kills mice and eats them.
Eight hours was allowed for sleep.
Thou should honour thy parents.
Canary birds sings very sweetly.
Bees makes honey for the use of man.
My friends tells me of my faults.
The sky of Italy are unclouded.
The windows is made of glass.
My new shoes hurts my feet.
My banks is furnished with bees.

I fears to lose my good name.
They was much disappointed in it.
You was blamed at the time.
Wise men is not elated by success.
The best designs is ruined by delay.
True pleasure are found in virtue.
There was two boys in the park.
Was you present when he called?
I never quarrels with other boys.
We seldom neglects to ask.
We was much pleased with Jane.

What is the Second Rule to assist us in speaking correctly?

Nouns of the singular number, connected by the conjunction *and*, require the verb and pronoun in the plural.

Give me an example.

William and George *are* good boys, *they* are always obedient to *their* mother.

INTRODUCTORY PARSING LESSON.

Parse "Eliza and Mary informed their parents."

Eliza	prop. n. fem. g. 3 p. sing. n. nom. c.
and	conjunction.
Mary	prop. n. fem. g. 3 p. sing. n. nom. c.

informed reg. v. act. ind. m. past t. 3 p. plu. n. and agrees with its nom. c. *Eliza* and *Mary*, according to Rule II. "Nouns of the singular number," &c.

their pos. adj. pro. and agrees with *Eliza* and *Mary*, Rule II.

parents. com. n. com. g. 3 p. pl. n. obj. c.

PARSING LESSONS ON RULE II.

Robert and his sister were commended.
Edward, James, and George were invited.
England and France are powerful nations.
Sarah and her brother intend to go.
Soc'-ra-tes and Plato were eminent men.
Peter and James are in the garden.
Truth and candour possess a charm.

TRY TO CORRECT THE FOLLOWING.

Samuel and Joseph was mentioned.
You and he is expected to dinner.
Both Emma and Elizabeth writes well
Two, and three, and four makes nine.
A man and a boy was sliding.
John and James teaches me grammar.
Was Thomas and Robert of the party?
He and William is often there.

My hands and feet was very cold.
The apples and pears was equally divided
The pen and ink is on the parlour table.

Let me hear you repeat the Third Rule.

Nouns of the singular number, separated by *or* or *nor*, require the verb and pronoun in the singular number, as, either Ann or Hannah *was* with *her* mother.

PARSING LESSONS ON RULE III.

Either Henry or Richard intends to go.
Either he or she has torn the book.
Either Mary or Jane is expected.
Ignorance or negligence has caused it.
Was either Sarah or Eliza in the parlour?
Conscience or fear restrains him

CORRECT THE FOLLOWING.

Esther, Emma, or Sophia were present.
Either he or she have broken the window.
Are either Samuel or Joseph to go?
Were either his father or mother present?
Either the dog or cat have broken it.
Are either of the horses to be sold?
No age nor condition are exempt from trouble
Were either George or William blamed.
Jane or her cousin frequently call.
Either he or she are to blame.

Repeat the Fourth Rule of Syntax.

When two nouns come together, signifying different things, the former is put in the possessive case, as, Emma's dress. Martha's gloves.

CORRECT THE FOLLOWING.

Is this Marys parasol?—No, it is Sarahs.
Williams kite flies better than Johns.
St. Marys church is larger than St. Johns.
Thomass book is torn; Henrys is not.

Repeat the Fifth Rule.

The verb TO BE has the same case after it that it has before it, as, I am he; I took it to be him.

TRY TO CORRECT THE FOLLOWING.

It was me who took the letter.
It was her whom I saw in the street.
It was not us who broke the window.
It was me who first mentioned it.
I think it was either her or John.
Who broke the glass?—It was not me.
Who are making this noise?—It is not us.
Was it him in the black dress?
It was them who first proposed it.
I am sure that it was not us.

PART IV.

PROSODY.

What does Prosody teach us?

The true pronunciation of words.

What does prosody comprise?

Accent, em'-pha-sis, pause, tone, and the measure of verses.

What is accent?

The laying of a greater stress on one syllable of a word than on another.

Can you make this plainer?

In the word gallant, if I accent it thus, gal'-lant, I lay a much greater stress upon the first syllable than on the other.

If it be thus marked, gal-lant', how do you pronounce it?

I lay a greater stress on the second syllable, and the word has a different sound.

Now read the following words, laying a stress upon the accented syllables:—

En-vel'-op, en-ve-lope', ho-ri'-zon, cath'-o-lic, ca-thol'-i-con, mag'-net, mag-net'-ic, se-vere', sev'-er-al, ter'-ri-fy, ter-rif'-ic, re-cent, re-sent', im-pri'-mis, im'-pli-cate, in-se-cure.

What is emphasis?

The laying of a remarkable stress upon certain words in a sentence, to make the meaning clearer.

How is the force of the emphasis made more apparent?

By making a short pause after the emphatic word, and this is still increased by suspending the voice a little before it.

Let me hear you repeat the sentence "Will you ride to town to-day," laying the emphasis on *you*, thus:—

Will *you*—ride to town to-day?
Now place the emphasis on *ride*.
Will you *ride*—to town to-day?
Repeat it, making *town* the emphatic word.
Will you ride to *town*—to-day?
Now place the emphasis on *to-day*.
Will you ride to town *to-day?*

What is a pause?

A pause is either a total cessation, or a short suspension of the voice, during a perceptible space of time, as, Reading—makes a full-man; conversation—a ready-man; and writing—a correct-man.

What is tone?

Tone is a particular modulation or inflection of the voice, suited to the sense, as, How bright these glorious spirits shine!

What is prose?

Prose is language not restrained to harmonic sounds, or to a certain number of syllables.

When is language called rhyme? When is it called blank verse?

When the last syllable of every two lines has the same sound, it is called rhyme; but when this is not the case, it is called blank verse

PUNCTUATION.

What is Punctuation?

The art of pointing or stopping anything that is written or printed.

Why are these points or stops used?

They assist us in reading, and also in understanding what we read.

Which are the principal points used?

The Comma, (,) the Semicolon, (;) the Colon, (:) the Period, (.) the Inter-rog'-a-tory point, (?) and the Exclamation point. (!)

What time do you pause after a comma?

While I can pronounce the letter A; at a

semicolon, while I can say A, B; at a colon, A, B, C, and at a period, A, B, C, D.

OTHER CHARACTERS USED IN COMPOSITION.

The interrogative point?, as, What is the time?

The exclamation point!, as, O! I have lost it.

The parenthesis (), now seldom used.

An apostrophe ', as, Tho' judg'd.

A caret ʌ shows that something has been omitted, as, I am diligent; he is industr i ous.

A hyphen -, as, In-tend, lap-dog.

The acute accent, marked thus ', as, Fan'-cy.

The grave accent, marked thus `, as, Fà-vour.

The mark to distinguish a long syllable as, Rōsy.

The mark to distinguish a short one , as, Fŏlly

The diæresis ¨ shows that the two vowels form a separate syllables, as, Creätor.

A section § divides a chapter into portions.

A paragraph ¶ denotes the beginning of a new subject.

A quotation " " shows that a passage quoted is in the author's own words.

Crotchets or brackets [ ] serve to enclose a particular word or sentence.

An index or hand ☞ points to something remarkable.

A brace } connects words which have a

common term, or three lines in poetry, having the same rhyme, called a triplet.

An asterisk, or little star,* directs the reader to some note at the bottom of the page.

An ellipsis —, as, K—g for king.

An obelisk †, a double dagger ‡, and parellels ‖ refer to some note at the bottom of the page.

CAPITALS.

When are capital letters used?

In the first word of every book, letter, or piece of writing, also in the first word of every line in poetry.

In what other situations are they used?

After a period, and also after an interrogatory point, as, Fear God. Honour the Queen. Were you invited? No.

How are they otherwise employed?

In the names of persons, countries, towns, seas, rivers, mountains, and ships.

Give me some examples.

Henry, Eliza, England, Bath, the Baltic, the Trent, the Peak, the Albert.

How are they otherwise used?

In the names of the Deity, as God, Jehovah, the Almighty, the Most High.

How otherwise employed?

The pronoun I, and the interjection O, must always be capitals.

Can you name any other words?

Adjectives, derived from proper nouns, require capitals, as English, French, Spanish, Italian, German.

EXERCISES ON THE CAPITALS.

Write the following, carefully using capitals when required, according to the preceding rules.

The thames, the humber, and the severn, are the three principal rivers of england.

Fear god. honour the king. have charity towards all men.

Whose roman and grecian histories do you read at school?

Will maria go to windsor with her uncle? no; she is going to birmingham with her cousin.

Are english gloves as neatly made as french ones? i think they are.

France is separated from england by the british channel.

ten thousand, thousand, precious gifts
my daily thanks employ,
nor is the least, a cheerful heart
that tastes those gifts with joy.
How desirable art thou, o peace!

THE END.

20

1882

NEW AND POPULAR SCHOOL WORKS.

THE attention of Teachers is respectfully solicited to the following popular School Works, which have already been introduced into the juvenile departments of many of the most respectable Establishments in the Kingdom, and their circulation is daily extending.

Preceptor's Elements of Useful Knowledge, Parts I., II. and III.
The Three, bound in cloth.
Preceptor's Early Instruction.
Preceptor's Intellectual Expositor.
John Guy's Lessons on Astronomy.
John Guy's Familiar Questions.
Key to Ditto.
John Guy's Orthographical Exercises
Ditto ditto with Appendix
John Guy's Class Book.
Key to ditto.
Hutchinson's Geography, with Six Coloured Maps.
Hutchinson's Easy Lessons on the History of England.
Hutchinson's Practical Grammar.
Hutchinson's Spelling Assistant.
Ditto in cloth.
Hutchinson's First Book.
Hutchinson's Juvenile Grammar.
Hutchinson's Modern Spelling Book.
Hutchinson's Arithmetic Simplified, Part I.
Ditto ditto Part II.
The Two Parts bound together.
Key to ditto.
Improved Arithmetical Tables.
Watt's Divine and Moral Songs, a new edition, with beautiful wood engravings by Dodd.